



Utah Comprehensive Counseling and Guidance Guidance Activities Results Report (Large Group) 2007-2008

School: Cedar Ridge Middle School

Target Group: 7th Grade Students

Target Group selection is based upon: Our district and state goals are to hold an SEOP conference

with each student and their parent.

ABSTRACT

Seventh grade is when students begin the SEOP process. We want students and parents to understand the importance of this conference and how it relates to the student's current academic success and future planning. Students and their parents are invited to an individual SEOP with the counselor or Career Center Coordinator. Students are also given an appointment reminder. The goal of our SEOP is to introduce students and parents to the program and help them understand the beginning phase of career planning, learning more about themselves, and connecting that to possible career pathways.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction (the Why)

- AL:C1 Plan to achieve goals through the implementation of a Student Education Occupation Plan

Participants (the Who)

- 321 Seventh Grade Students
- SEOP's were conducted after students completed the CTE Career Curriculum

Method (the What, When and Where and How)

- Students received the 16 Career Development Activities provided by the state in their CTE Tech/Careers class.
- Career Development Activities and TLC Resources provided by the Utah State Office of Education
- Lessons were given during the semester they were enrolled in the class
- A small group SEOP was conducted at the conclusion of class to prepare for their individual SEOP.
- Students were given an SEOP folder to begin filling out for their 7th grade year. This folder stays with students until they complete high school
- The counselor, career center coordinator, and CTE tech teacher teach these lessons

RESULTS

At the beginning of this class none of the students were aware what an SEOP was or the purpose of it. They were introduced to this concept several times throughout the semester. Individual appointments were set up for each student and their parents to attend their SEOP during school hours. Parents were invited to call and reschedule if they couldn't come. Students were also given a reminder (improved attendance dramatically). 87% of the students received an SEOP with a parent. Those students whose parents didn't attend received an SEOP without their parent. Students were asked what an SEOP was, why we had them at each SEOP. Discussion was also had about our goal to help students learn about themselves (interests, skills, abilities) and make connections to future careers. At the conclusion of each SEOP students knew what SEOP stood for and why we had them. They were also given a Frisbee to remind them. It said "My SEOP helps me SOAR into the future".

DISUSSION

The data for this project was somewhat informal in that we were introducing a totally new concept to these students. They knew nothing about SEOP's or the career planning process. At the conclusion of their SEOP, it was evident that they had learned the desired outcome. Next year, I would like to implement a short survey that students and/or parents could fill out as to the effectiveness of the SEOP.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.
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Utah Comprehensive Counseling and Guidance

Closing the Gap Results Report (Small Group) 2007-2008

School: Cedar Ridge Middle School

Target Group: at-risk students

Target Group selection is based upon: CRT scores, teacher recommendations, GPA, Dibels scores

ABSTRACT

Cedar Ridge Middle School created a study skills class to enhance instruction during the regular school day. The purpose of the class was to help students achieve success in core classes, improve reading and math skills, and pass their CRT tests. Students were chosen based on CRT results, Dibels scores, teacher recommendations, and gpa. They attended class daily and received instruction in specific study skills (improving reading fluency and comprehension, basic math facts, note taking skills, test taking strategies, organization, etc). Student grades didn't always improve as the year went on, but all students improved in reading fluency and comprehension, and math facts.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction (the Why)

- AL:A3 Achieve school success
- Develop basic skills

Participants (the Who)

- Approximately 15 students participated in the 6th grade study skills class
- Students who were struggling in school, yet willing to work to improve

Method (the What, When and Where and How)

- Students attended class on a daily basis. Two days a week they received instruction from a language arts teacher, two days a week from a math teacher, and basic study skills were taught on Friday.
- This class was taught by two faculty members.
- The class lasted the entire year, although some students transferred out mid-year who no longer needed the help, and other students transferred in.
- Student's reading fluency and comprehension were monitored throughout the year as well as basic math facts exams. Student's grades were monitored as well.
- Formal and informal reading and math assessments were given throughout the year.

RESULTS

There were 15 students who remained in the class for the entire year. Thirteen of those students improved in reading fluency and comprehension. All students improved with basic math facts. Nine students scored in the sufficient range on the Direct Writing Assessment, five students scored in the partial range, and only one student scored in the minimal range. Only four students GPA improved throughout the year. CRT results are not available yet.

DISUSSION

Our focus of the class this year was to help students develop the basic skills that will help them in all of their classes and also enable them to perform better on assessment tests. All students skills improved. Sixty percent of the class passed the Direct Writing Assessment, and hopefully will do the same on their CRT tests. All of the students indicated they are better readers after taking the class, and some wanted to take it again next year.



Guidance Activities Results Report (Large Group)

School: North Cache 8/9 Center

Target Group: 9th grade Technology students

Target Group selection is based upon: Students who enrolled in Foundations of Technology during 9th grade

Key Word: Career Planning

ABSTRACT

In order to be successful, students need an understanding of where they are headed after high school. 9th grade students participate in a Career Exploration curriculum during their technology class. They use the Choices Planner website as well as other websites and written materials to learn about their own interests and research career opportunities. We expect students will leave the program with this knowledge as well as knowing where to find further information. A pre-test post-test method was used. We found that students did increase their knowledge in the desired areas.

PROJECT DESCRIPTION

9th grade students participate in a curriculum in the career center during their technology classes. We have goals of what we would like them to learn during this time. We will evaluate whether the students are gaining the desired knowledge through a pre-test post-test method.

Introduction

- In order to be successful, students need to understand their interests and abilities, as well as have a plan for after high school. Life and career planning is important for all students. This curriculum covers many of the standards and competencies of the Life and Career Development area. As part of their 9th grade technology curriculum, students have the opportunity to be in the Career Center for 3-5 days to learn career information.

Participants

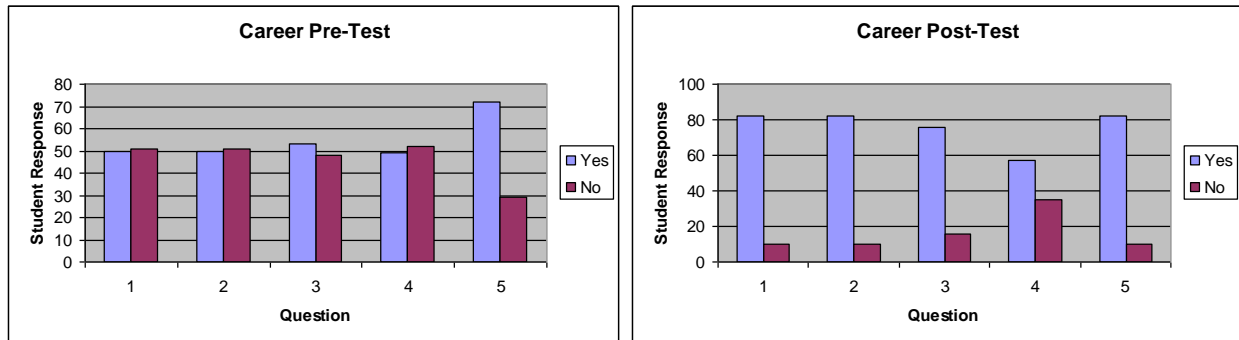
- 9th Grade students enrolled in Foundations of Technology or Teen Living
- 178 Foundations of Technology students and 182 Teen Living students

Method

- Students come to the career center as a class for 3 or 5 days during their technology class.
- Students use the Choices Planner to discover their own career interest areas and learn about job skills and their own abilities.
- Students research careers that are interesting to them and learn how to find career information such as earnings and required education.
- Students learn how their current education impacts opportunities in the future.
- Students were given a pre-test when they entered the Career Center and a post-test when they completed the curriculum.
- Pre-Test and Post-Test Questions:
 1. Do you know where to find career information?
 2. Do you know what your career interest areas are?
 3. Could you find how much money you could make in your future career?
 4. Do you know how much education you will need for your future career?
 5. Do you know how your current education can impact our future?

RESULTS

About half the students answered yes to questions 1-4 on the pre-test. 71% answered yes to question 5. On the post-test, the yes answers were about 90% yes, with the exception of question 4, on which only 62% answered yes.



DISCUSSION

The program we use in the Career Center with 9th grade students is effective in teaching about career choices. They have learned how to find career information and how it impacts them. Although 70% reported knowing how their education impacts the future on the pre-test, 90% reported an understanding after participating in the curriculum. We will continue to use the program in future years.



Closing the Gap Results Report (Small Group)

School: North Cache 8/9 Center

Target Group: Students with failing grades

Target Group selection is based upon: 9th grade students who failed multiple courses during 8th grade

Key Word: Academic Success

ABSTRACT

In order to help 9th grade students be more successful, we formed a group in which students made weekly goals. The goal setting was supplemented with “Why Try?” lessons and individual meetings with a counselor. Students’ grades and attendance were tracked to determine if the group was successful. For first trimester the average GPA of the group was 1.00 with an average of 6 days absent. For second trimester, the average GPA was 0.81 with an average of 9 days absent. For third trimester the average GPA of the group was 1.192 with an average of 10 days absent.

PROJECT DESCRIPTION

A large group of ninth grade students had failed multiple classes in 8th grade. We formed a group, named it Success in School (SIS) and met with the students as a large group, in small groups and individually to make goals and track academic progress.

Introduction

- 9th grade students who fail courses are in danger of not graduating from high school.
- Students need to develop the attitudes, knowledge and skills that will contribute to effective learning in school and across the lifespan (Standard A in Academic/Learning Development).
- Our goal is for students to pass their classes and be on track for graduation at the end of 9th grade. We will track their grades and attendance.

Participants

- 36 9th grade students who had multiple failing grades in 8th grade.
- The students were divided into three groups, one supervised by each counselor.

Method

- The students met together each Tuesday during Channel One time, approximately 10-12 minutes.
- Each week the students made goals of what they were going to accomplish that week. They also identified tests and projects due that week and chose a class to focus on for the week.
- Each week the students also evaluated how they had done on their goals the previous week. The students shared their goals with other students in the group to gain peer support.
- At the end of first trimester we decided to incorporate lessons from *Why Try?* curriculum with the whole group. We did four lessons.
- Every two or three weeks, the counselors would meet individually with students in their groups.
- Counselors held individual SEOP conferences with those in their groups.

RESULTS

For first trimester the average GPA of the group was 1.005 with an average of 42 class periods or 6 days absent. For second trimester, the average GPA was 0.810 with an average of 55 class periods or 9 days absent. For third trimester the average GPA of the group was 1.192 with an average of 61 class periods or 10 days absent.

We had each student fill out an evaluation form at the end of the year. Most students who regularly attended felt the group was helpful. They said it made them think about what they needed to do. For future groups they recommended we make the students do their goals.

DISCUSSION

At the end of first trimester the student's grades were somewhat lower than we had hoped. We rewarded the students who did not fail any classes and discussed how to change the program for second trimester. We decided to add the Why Try lessons and meet more with students individually. As is typical for most students, the GPA of the group dropped for 2nd trimester. A few did raise their GPA while a few dropped significantly with one student dropping 3 full points. We decided to continue the program for third trimester and meet with students more individually. At the beginning of third trimester, we registered the students for 10th grade. This made high school a bit more real for them. Because of multiple factors, the average GPA did rise for third trimester.

We hoped that the peer influence would help the students want to achieve their goals and that they would support each other. This did not happen. The individual meetings with students were more effective than the group meetings. However, due to time constraints, meeting with a group allowed us to make contact with all the students each week.

From this information, we need to focus on helping students learn to follow through and develop the desire to continue working when it gets hard. We need to help them feel success and help them learn that they can do it. We will continue working with this population of students each year. We will continue to learn and implement new methods to motivate underachievers.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: South Cache 8/9 Center

Target Group: Eighth graders

Target Group selection is based upon: Universal intervention

Key Word: Inhalant abuse prevention

ABSTRACT

Students were exposed to a one hour presentation and discussion about the harmful effects of inhalants.

PROJECT DESCRIPTION

Students watched a video based on an incident at Davis High School in which a student using inhalants suffers heart attack and breathing failure resulting in brain damage. A power point presentation is used to present accurate information of the effects of using inhalants on the body and real event stories are shared about students in our community that have been permanently impacted by inhalants

Introduction

Students need to understand the dangers and consequences of substance abuse including inhalant abuse.

Participants

- 980 eight grade students

Method

- Multimedia presentation
- Power point presentation
- Group discussion story telling.
- Post test

RESULTS

Post test data indicate that students have an increased knowledge of the dangers of using inhalants. Post outcome data reflects that students accurately identify the parts of the body that are damaged by inhalant use. Students reflect knowledge of signs and symptoms of inhalant use.

DISCUSSION

The overall impression of the findings is that the program was affective in providing knowledge of the dangers of inhalant use. It also is strongly supported by the counselors as a project that needs to be part of the annual counseling prevention package. In addition the power point presentation was shared with all Cache County middle and high schools as a resource for establishing prevention program for inhalants.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: South Cache 8/9

Target Group: Divorce impacted students

Target Group selection is based upon: Parent / teacher referral

Key Word: Divorce group

ABSTRACT

The divorce group targets students referred by parents or teachers who are exhibiting problems in the classroom or home that are suspected to be related to the impact of divorce.

PROJECT DESCRIPTION

Students are included in a talk group that addresses the myths of stepfamilies, common mistakes in families as a result of the impact of divorce and the communication skill development to address issues affecting the children.

Introduction

- The desired results are that students learn to understand the complexity of divorce and the life cycle of family disruption. Students are taught coping strategies' as well as strategies to create change. Myths and other concerns are allowed to be discussed.
- It is intended that school performance will improve as students vent their situation and allow for release and closure. Students will be able to concentrate easier and be more focused.

Participants

- Eleven students began the group with two dropping out due to a family move.
- Students impacted by divorce.

Method

- Psychoeducational group / talk group
- Resources used were one counselor for one hour biweekly.
- Start date was December 5th until May 15th 2008
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RESULTS

DISCUSSION



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School:

Target Group:

Target Group selection is based upon:

Key Word:

ABSTRACT

Many 6th grade students do not know their times table, a skill that is essential for success in advanced math skills.

PROJECT DESCRIPTION

Students were invited to come to a classroom once a week to work on the times tables with the counselor and interns.

Introduction

- The program was open to any sixth grade student who wanted or needed help with their times tables.

Participants

- 6th grade student from Spring Creek Middle School.
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Method

- An open invitation to any sixth grade student to participate.
- Teachers were asked to recommend students needing help.
- Periodic candy bars were given to student who made significant progress that week.
- The tests were not timed initially but eventually we wanted students to be able to 100 facts in three minutes or less.
- Tests were corrected immediately and given back to the student.
- In some cases parents were asked to give encouragement at home.
- A party was planned when every student passes off the facts.

RESULTS

Of the 24 students participating in the project, 10 eventually passed off the facts within the time limits. That is 41.6 percent.

12 made significant progress, with 8 being able to complete the test with 100 percent accuracy if they had no time limits.

4 students made no progress at all.

DISCUSSION

By the sixth grade most of the students have become discouraged and are convinced they CANNOT learn their times tables. Much time was spent giving pep talks trying to convince them to try without fear of failure. I believe the greatest hurdle for most of the kids was that fear of failure. They were convinced they could not do it with three or four years of frustration already behind them.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: White Pine Middle

Target Group: Whole school

Target Group selection is based upon: School improving plan

Key Word: Utah Behavioral Initiative

ABSTRACT: White Pines first year using the UBI model of school wide behavior changing. Our success was limited, most likely due to the newness of the program to the staff. We targeted “Tardies and Disruptive Behavior”. Some Months showed great improvements and others showed great loses.

PROJECT DESCRIPTION: Using the UBI Model WPM’s Student Services Committee excepted the challenge to shape students behavior in two areas of concern. 1: Reducing the # of Tardies School wide. 2: Reducing Disruptive Behavior reports.

Introduction: White Pine Middle began the UBI model this past year as a means to curb what we saw as a large problem in our school. We wanted to see if we could find a way to accomplish this task. Our neighboring school (North Cache) had been using the UBI model for some time and suggested we try it. We decided it was a good move for us and spent weeks getting trained. The next step was to train the students and have them buy into it. We were pleased with the early results. UBI has a reward element and the students really like the prizes. One area of concern is staff buy-in to the “new” way of doing things. Still we persist because things were looking good.

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Participants: All Students in WPMS.

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Method: Implement program School wide by teaching students and shaping behaviors with rewards. We need lots of staff help and sometimes this is difficult to measure except by the feel that staff is resistant. We hope that as we continue with this next year it will be better received by staff.

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RESULTS: The results were mixed. Some months were good, others were great and some were really bad. We are not sure why but another year might give us a better grasp on the project. We are hoping the somewhat positive results will bring with it more staff-buy in. The data showed that we had 5046 tardies for 2007-08 as compared to 4079 for

2006-07. And our Disruptive Behavior report showed 247 disruptive behaviors for school year 2007-08 as compared to 228 for 2006-07. (data from Digital Sams)

DISCUSSION: I feel that the data reflects a shift in understanding and commitment by the staff during this year as compared to last. The terms Tardies and Disruptive Behavior were given a tightening of definitions We can see where some tweeking and some extra effort will give us data that might help us decide what to do next. Because this project is only one year old we will continue to focus on these two behaviors and see if we can get more buy in from staff.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: White Pine

Target Group: All seventh graders

Target Group selection is based upon: All students taking CTE(TCL)

Key Word: Real Game Pilot

ABSTRACT: Web based “Real Game” piloted at Cache School District’s four middle schools. Well received by Teachers and Students. Has great potential as a teaching tool.

PROJECT DESCRIPTION: New web based “Real Game” Pilot in Cache District.

Introduction

White Pine Middle School is one of 4 middle schools in Cache District that has been accepted this year as a Pilot School for the Real Game, an online teaching tool for Career Technology Education(CTE). By participating in this program we can access it free for two years as long as we give the necessary feed back.

We received training in April of this year and have introduced part of the program to our students. It has been received very well and they really enjoy all of the online activities. Starting late in the year, we had limited class room time available, but look forward to establishing the program fully next year (2008-9).

Sherry Marchant and Dawn Stevenson from the State Office of Education were very interested in this program and want to follow through with us to see if this program would be more beneficial to our students than the version of the Real Game that we presently use.

I feel that the effort it took to train and then teach this program along with the vast scope of the new version of the Real Game and the time that we used experimenting and applying the information with our students would definitely qualify for the research project. Completion of

the project would be at the end of the next school year. Then we will know if we want to adopt this program into our school and possibly state wide.

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Participants: All seventh grade students

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Method: Use this new and improved web based program to compare with old style use of “Real Game” using the manual.

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RESULTS: With the limited time we had after getting setup and trained we were only able to try one part of the new vast and comprehensive program. It was very well received by the students and has real potential. Next year we will be able to truly see if this new tool will be beneficial to students across the state.

DISCUSSION: Still under consideration as a tool for use in the CTE program. Next year we should be able to have a full report from all four schools and with help from the State Office Of Education decide if it is something we should adopt state wide.